



17 June 2021 – Term 2

## From the Acting Principal

Hello Families!

Can you believe another term has almost come to an end, and what a term it's been. All our students are going to need a well-deserved break after the amazing learning and extra-curricular activities they have participated in.

### **Kulture Break**

What an incredible night! Mrs Hunt and a group of year 4-6 students have worked tirelessly since term 1 to work on an exciting, choreographed dance for the Kulture Break performance. A special mention needs to go out to Mrs Hunt, Miss E and Miss Gillan for their participation in the teacher dance, great job! Thanks to all the teachers who went along on the night to support the students of Theodore Primary.



### **Mufti Day**

Thank you to all the students who participated in Mufti Day and generously donated to the year 5/6 Social Services Ministry fundraiser. It was a great success! We are not far off achieving the goal to purchase new soccer equipment.

### **House Connection Day**

Don't forget House connection day tomorrow Friday 18 June. Also remember to wear your schoolhouse colours and be ready for a fun and exciting day of games and activities with your 'house mates'.

### **Reports**

Next week our mid-year reports will be emailed out to all families. Teachers are reporting on the Achievement Standards from the Australian Curriculum in the subject areas that were taught and assessed during terms 1 and 2. We expect reports to go out on Wednesday 23rd June. Because reports will be emailed again this year, please make sure you have informed the front office of any changes in your contact details. This includes split families so we can ensure all reports are sent to the correct email addresses.

### **Afternoon School Pick up Safety**

When picking up your children in the afternoons please remind them to remain on the footpath back from the road and do not approach the car until it has come to a complete stop and is within the white allocated pickup lines.

*We are Safe,  
Respectful  
Learners*



## Dates to Remember

### JUNE

**21/22** Music Man Incursion Pre-school

**23** School Reports – emailed home

**24** Music Man Incursion Preschool

### JULY

**12** Term 3 BEGINS



## Notes sent home

Pre School Declan Music Man

Yr 1/2 Class Movie

Yr 3/4 & 5/6 Sullivan Shield Rugby League Carnival

Yr 3/4 & 5/6 Oztag Gala Day

Yr 5/6 Parliament House Excursion

Yr 3/4 Birrigai Camp Expression of Interest

## Notes due back

16 June

24 June

14 July

16 July

26 July

25 September

## P&C News



### Flavour Milk & Muffin Day Friday 18<sup>th</sup> June

During break 1 & 2 the following is available for purchase

Chocolate or Strawberry Milk \$1.00

Muffin \$0.50c

Biscuit \$0.50c



## Week Ahead @ Theo

## Term 2 | Week 10 @ Theodore

**Breaktime Clubs**

Monday Break 1- Handball 🏐 (Shade Shelter)  
Artsy Fun Club 🎨 (Art Room)

Monday Break 2- Environment Club 🌍 (E.C)  
Tech Time 🖨️ (Library)

Tuesday Break 2- Senior Soccer ⚽ (Grass)  
Handball 🏐 (Shade Shelter)  
Drawing 🎨 (Library)

Wednesday Break 1- Cultural Integrity Club  
SUPA Club (Chipala)

Wednesday Break 2- Tech Time 🖨️ (Library)

Thursday Break 2- K-4 Bikes 🚲 (Court)  
Handball 🏐 (Shade Shelter)  
Origami 📄 (Library)

Friday Break 1- Handball 🏐 (Shade Shelter)  
Friday Break 2- Junior Soccer ⚽ (Grass)  
5/6 Bikes 🚲 (Court)

**What's On This Week**

**MONDAY 21/6-** Declan the Music Man (Bilbies) 🎵  
Bilbies and Possums Preschool Day

**TUESDAY 22/6-** Declan the Music Man (Possums) 🎵  
Bilbies and Possums Preschool Day

**WEDNESDAY 23/6-** Reports emailed home 📧  
Koalas Preschool Day

**THURSDAY 24/6-** Declan the Music Man (Koalas) 🎵  
Koalas Preschool Day

**FRIDAY 25/6-**  
3/4 Assembly @ 2.15pm- COVID restrictions apply  
**LAST DAY OF TERM 2!!**  
Koalas Preschool Day



## Theo's Thursday PBL Update

This fortnight I have been looking out for students who are being safe, respectful learners on the senior playground and in junior areas.

It has been wonderful to see students using respectful language during games.

Amazing work Theodore!  
Theo



## PBL Awards



**Congratulations to the students who will be awarded PBL Awards.**

Bronze Awards	SAFE	RESPECTFUL	LEARNERS
Yr 1/2	Stevan M Zoe P Seren W	Jazara M Jaxyn O Pheobe L	Pheobe L James S Wade R
Yr 3/4		Felicity A	Brendan B
Yr 5/6	Sophia M	Sophia D	Dyllan M

Silver Awards	SAFE	RESPECTFUL	LEARNERS
Yr 1/2		Matilda M	Joshua P
Yr 5/6		Haajrah S	



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## 3/4 News

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We have had a very busy term in 3/4!

In maths, we have been learning lots of different strategies to solve multiplication problems. Did you know you can solve multiplication problems of 5 by multiplying by 10 first and then halving the answer? It is very interesting stuff!

In writing, we have been busily finishing off our narratives. We have been working through the writing process to write our narratives. We start by generating ideas for our writing and then we organise these ideas into a plan. After writing our plan, we write our first draft. We then spend a long time refining our work to make sure it is interesting and engaging for our audience. We have been working on using dialogue, similes and onomatopoeia. We are now editing and publishing our narratives.

In STEM, we learnt about friction and used this knowledge to create a chariot. We had to design the chariot to move quickly along the floor, and it had to attach to a sphero. It was very challenging, as we often found that our first attempt was not successful! We had to work as a team to redesign the chariot. We then raced them in the hall to see which chariot was the fastest.





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## 5/6 News

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### Reconciliation Week

During Reconciliation week all classes had an emphasis on reading and writing connected with people and events in Australia's history. This learning included some of the harder truths around the discrimination and exclusion of First Nation people. Students prepared and presented a very positive and successful Reconciliation assembly for the whole school.

The Year 5/6 classes placed an emphasis on learning about Eddie Mabo and his challenge to the High Court of the concept of *terra nullius*. During this work our very own LSA Stacey, shared how she knew the Mabo family. Before you knew it we had organised a Google Meet with Hannah Duncan, the granddaughter of Eddie Mabo. Our students' brilliant, mature questions to Hannah ranged from the importance of women, kinship, Islander's connection with land and sea, what sort of person Mabo was, impact on her life, and more. We were very privileged to meet and talk with Ms Duncan.



Teachers have been impressed with the respect, thoughtfulness and maturity as we explored some difficult parts of Australia history.

### Bike Program

The school bike program is continuing to be a strong part of our school's culture. Year 5/6 students are now taking more responsibility for some of the trickier repairs and ongoing maintenance work. We had a workshop conducted by Trek Bikes to learn how to do some repairs and routine maintenance effectively. Well done Cam S, Dylan Mc and Deyarmi G for their maturity and ongoing leadership in keeping our bike fleet safe and well maintained.



Two end of term bike excursions are coming up. Firstly, an all-girls bike path ride, and secondly, a tougher trails/jumps ride, open to boys and girls.

### Grinding Stones Buddy Walk

5/6JM and 1/2LH were lucky enough to go on an excursion to the Grinding Stones with Aunty Fran Crowe. The Grinding Stones is a local Indigenous Heritage site located in the nature reserve behind Christmas Street, a short walk from school. Aunty Fran talked to us about some traditional ways that Aboriginal people lived - she showed us how people made their homes (humpies), how to grind stones into ochre, and how trees could be carved to make various artefacts. We had a blast experiencing making ochre, painting ourselves, throwing boomerangs and had a fantastic bush walk the long way back to school. Thanks to Aunty Fran for the privilege.



### Parliament

Our school Parliament has been working hard considering how we can do more to help our school. Proposals to establish a community library, create a reconciliation mural, get donations of native plants for planting, and a Mufti Day fundraiser for various equipment. Students raise bills, argue the merits of different ideas, and vote to decide priorities.

### Excursions

Notes for the Year 5/6 excursion to Parliament House early next term have been sent home. Please return these permission notes as soon as possible.

As well as our excursion to Parliament House in week 4, we have two Oz Tag Gala Days (one girls and one boys), Sullivan Shield (Rugby League) and both Year 5 and Year 6 Combined Band excursions - all in the first 3 weeks of Term 3, pheww, a busy term again!



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## Wellbeing – Aimee Shires

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### Mental Health Monday



#### **Traumatic events and children**

A traumatic event is a sudden, unexpected and shocking event that makes children feel scared, distressed or overwhelmed. For example, traumatic events might include bushfires, car accidents, or the sight of someone who's badly hurt. All children can be impacted or react differently but below are some first responses for children who have been in a traumatic event.

#### **First response for children who've been in traumatic events**

There are some things that you can do straight away to help your child after a traumatic event.

#### **Checking your child's physical wellbeing**

- Check for signs of illness, injury or shock and seek medical attention if needed.
- Keep your child warm and offer food and drink at the usual times. It's OK if your child doesn't want much to eat or drink. It's normal for children to have smaller appetites after a traumatic event.

#### **Helping your child feel safe**

- Find a safe and secure space for your child, away from reminders of the event. For young children, this could be a supervised area to play games, draw and read. For older children and teenagers, this could be an area where they can listen to music and do art activities.
- Give older children and teenagers some time and space to talk with their friends if they need to – for example, online or on the phone.
- Spend time with your child and listen if your child wants to talk. Give your child plenty of hugs and reassure them that you and other people are there for them.

#### **Staying calm and coping**

- Try to show your child calm and positive ways to cope. Talk about how you feel or felt. For example, 'Yes, I was really scared when that car crashed into us, but we're safe now'. If you can stay calm, it'll help your child to feel calm too. example, 'That man is really upset so he can't calm down just yet. Someone is going to talk to him and help him to calm down'
- Encourage your child to spend time with adults and children who are calm. If your child sees someone who's very upset, let your child know why. For Give your young child a toy, like a special teddy bear or doll, to 'look after'. Encourage older children to help look after pets or younger brothers or sisters. Caring for others can help children stay calm and learn how to look after themselves.

#### **Deciding what your child needs to know**

- Be honest about the wellbeing of others. If a family member or friend is injured, has died or is missing, talk with your child about this [tough topic](#).
- Try to explain the event in a way that gives your child the truth without scaring them. For example, 'Aunty Lena has gone to hospital in the ambulance. The paramedics are using special equipment to help her breathe right now'.
- Check that your child understands what has happened and encourage your child to ask questions.

#### **Handling media coverage of traumatic events and disaster news**

- Let your child know that you'll tell them if there's anything they need to know.
- [Help your toddler or pre-schooler cope with disaster news](#) by limiting what they see and hear in the media. But always make time to listen and explain things in ways your child can understand.
- [Help your school-age child cope with disaster news](#) by giving them accurate, age-appropriate information, plus opportunities to talk.
- [Help your teenage child cope with disaster news](#) by talking with them about what they're seeing in the media, and also about where they're getting their information from. You can explain that seeing a lot of coverage of the traumatic event might make them feel stressed or upset.



# Getting support after traumatic events



The following organisations can give you **free advice and support**:

<a href="#">Beyond Blue</a>	<b>1300 224 636</b>	24 hours, 7 days
<a href="#">Kids Helpline</a>	<b>1800 551 800</b>	24 hours, 7 days
<a href="#">Lifeline Australia</a>	<b>131 114</b>	24 hours, 7 days
<a href="#">MensLine Australia</a>	<b>1300 789 978</b>	24 hours, 7 days

[Trauma & Grief Network](#) – this network has information to help people understand and respond to the needs of children and families experiencing trauma, loss or grief.

If you would like some more information please visit <https://raisingchildren.net.au/school-age/connecting-communicating/coping-with-trauma/trauma-first-response> or email me.

# Fresh Food Friday



## PART 1: Healthier recipe ideas your kids can make

A great way to encourage healthy eating in your home is to get your kids into the kitchen helping you prepare and cook meals and snacks.

As a school involved in Fresh Tastes, your child may be doing some food preparation in the classroom. Cooking food at school is a great way for kids to learn a life skill and have fun with their peers. They're more likely to try something new alongside their friends too.

You can help support what they learn at school in your kitchen at home. Kids love to show off their skills, so let them! Ask your child if they have been making food at school. If they have, ask them to bring the recipe home so you can try what they've learnt to make. If they don't bring home a recipe, try one of these easy-to-make recipes instead with just a few ingredients and simple steps.



### Noodle Cakes (makes 12)

*Recipe reproduced with permission from Nutrition Australia ACT Inc*

Ingredients:

- 1 x 85g packet reduced fat instant noodles
- 3 eggs
- 1 cup (150g) frozen peas and corn mix
- ¼ cup (30g) grated reduced fat cheese
- Spray oil

Method:

- Cook noodles following packet instructions. Drain and cool. Discard the packet of seasoning.
- Whisk eggs in large bowl. Add noodles, grated cheese, peas and corn. Combine well.
- Lightly spray a large non-stick frypan with oil and heat over medium heat. Spoon in one tablespoon of the noodle mix, cook 4 to 6 at a time.
- Cook for 2 minutes until the egg is set and noodle cake is golden brown. Turn over and cook a further 2 minutes.

Optional

- Replace the peas and corn with any mixed diced vegetables
- Add a small can of tuna or salmon

Initiative of



[act.gov.au/freshtastes](http://act.gov.au/freshtastes)



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## Community News

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ACT  
Government

Canberra Health  
Services



### Understanding and Responding to Feelings and Behaviours

UR FaB Program in Schools

Child and Adolescent Mental Health Services

Hello from the UR FaB Team,

In the last newsletter we spoke about **emotion coaching**. Emotion coaching is helping children understand the different emotions they experience, why they occur, and how to handle them. Accepting your child's feelings does not imply accepting his/her behaviour. The message is all feelings are acceptable, but not all behaviours are acceptable. The UR FaB program emphasises the need for clear boundaries and the use of emotion coaching. Combined, these generally help children to feel emotionally supported and reduces challenging behaviour.

Often emotions such as hurt, jealousy, sadness or fear can lead to angry expressions.

It's important to notice and label the emotion underneath the behaviour, to understand it before setting limits or going over the rules. Using labels to describe your child as naughty or bad etc., or using criticism, sarcasm or contempt does not help your child follow the rules or feel confident or competent.

Some strategies for responding to challenging behaviour:

- Family/household rules – each family needs to have their own rules, for e.g. no hitting, no name calling, no destroying things.
- Loss of privileges – it is important that this approach is non punitive, immediate and short lived to be effective.
- Cooling down time (for parents and children) – this is not time-out; rather it is when an individual chooses to cool down by removing themselves from the situation or by being prompted to leave the situation by someone else. By doing this and engaging in a strategy that reduces the intensity of the emotion (such as by breathing deeply), the parent or child is better able to think through how to respond.
- Reassuring and gently holding the child when they are angry can help, but only if it is clearly understood and felt by both parties to be reassuring and non-abusive and not threatening. When holding a child parents should say soothing words in a calm voice or say very little.
- Talking after the event: repairing and saying sorry – parents should talk to their child about ways of managing anger at times when the child is not angry. Parents provide an important role model for their children about how to repair after a conflict and how to say sorry to each other.

The UR FaB Team

For more information on emotion coaching:

Gottman, J.M., & DeClair, J. (1997). *The Heart of Parenting: Raising an Emotionally Intelligent Child*. New York: Simon and Schuster.



Theodore Primary School  
(Official Site)




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Australian Government | **Questacon** The Applied Science and Technology Centre | [www.questacon.edu.au](http://www.questacon.edu.au)

**SCHOOL HOLIDAY NETBALL CLINICS**

**When: June 29-July 2**  
**Where: SolarHub Netball Centre, Lyneham**  
**Who: 5-12 year olds**  
**Price: Half-day \$55**  
**Full-day \$95**

Head to Netball ACT's Website for more info on how to register!



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JULY HOLIDAY CAMPS 2021**

WHEN: MONDAY, 5 JULY - THURSDAY, 8 JULY  
TIMES: 9:00AM - 12:00PM EACH DAY  
LOCATION: UNIVERSITY OF CANBERRA (NORTHSIDE) & TRINITY CHRISTIAN SCHOOL (SOUTHSIDE)

**REGISTER NOW:**  
[coerveract.com.au/holiday-camps](http://coerveract.com.au/holiday-camps)  
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**Help us name a dedicated online youth mental health portal and win for your school!**

We're developing a dedicated online portal for children and young people to help navigate Canberra's mental health system and supports. It's also available to help parents, carers and service providers link up with existing services and supports.

ACT Government | ACT Health

**Recreation Day Programs**  
**Small group activities**  
**One-on-one support**  
**Support Planning**  
**Male and Female staff**

NDIS Care, Support & Planning ABN: 846 456 317 14

**Spirited Kidz** provide one-on-one support and small group activities for NDIS participants. Our staff are qualified and experienced professionals who specialise in providing personalised care. We work in partnership with our clients and are dedicated to improving their lives. This school holidays we will be running a holiday program between **28<sup>th</sup> June to 9<sup>th</sup> July 2021 for people aged between 5 and 16 that focuses on having fun and learning new skills in a supportive and caring environment.**

If you would like to join our school holiday program or discuss how we can support your family please call  
**Andrew** - 0433 031 053 or  
**Nicole** - 0425 872 696

**Just send us your suggestion for a name and a few words about why you chose it.**

**You can enter solo, as a team or school.**

The competition opens **Tuesday 15 June** and closes **COB Wednesday 30 June.**

Send your entries to [OfficeForMHW@act.gov.au](mailto:OfficeForMHW@act.gov.au)

The winning entry will be selected by the ACT Youth Advisory Committee.

**marymead**  
The Office for Mental Health and Wellbeing

ACT Government Health

health.act.gov.au

The winning entry will receive a **\$100 gift voucher** and a prize for your school.

**HOLIDAY HAPPENINGS™**

The next Holiday Happenings edition is now available online.

To see the *Programs, Activities & Events* happening these holidays go to:

[www.holidayhappenings.com.au/online-booklet](http://www.holidayhappenings.com.au/online-booklet)

